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ABSTRACT

In Florida, State Department of Education emphasis on "Teachers as Advisor Programs" across the state has created a demand for the training sequence described in this paper. Current reasons for promoting the program are listed and a brief training course description is provided. The skills involved are intended to be sequential. The course is divided into three parts: (1) learning/teaching styles; (2) communication/problem solving; and (3) intervention model/demonstration. The course schedule and instructional sequence explicate each of the three parts of the course. At the end of the course, teachers work with actual students who have academic problems. The teachers then discuss their successes and their failures with each other in an environment that does not threaten their professional competence. The course is designed to enable teachers to develop the skills necessary to work one-on-one with students in their schools. Appendixes include a program objectives list, an instructional sequence diagram, a sample instructor lesson guide, and a course schedule. (4 references) (SI)

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THE TRAINING OF TEACHERS AS ADVISORS

A PAPER SUBMITTED TO THE

SOUTHERN REGIONAL COUNCIL ON EDUCATIONAL ADMINISTRATION

1989 ANNUAL CONFERENCE

COLUMBIA, SOUTH CAROLINA

BY

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INTRODUCTION

Fifteen years ago in the Educational Research and Development Center at the University of West Florida, discussions were begun by the staff about the desirability of a teacher training program for the purpose of improving one-to-one teacher skills with students. If one looked at teacher education programs in universities, the conclusion could easily be reached that teachers were being trained to work with groups but instruction on one-to-one interaction, and on individual advising was rare.

The evolution of this program which focuses on how teachers work with actual students has resulted in a 2 1/2 day staff development workshop for teachers. It's best results have been with high school and middle school teachers but the program has also been conducted for the National Security Agency and is currently utilized in training U.S. Naval cryptology and electronics warfare instructors. Approximately 6,000 people have been through the program and evaluations have been conducted to measure both longitudinal and immediate effects. Currently the program is being delivered by the author to individual schools in the northwest part of Florida. It has also been selected by the United States Office of Education as a research based program to assist high risk students in dropout prevention programs.

In Florida, State Department of Education emphasis on "Teachers as Advisor Programs" across the state has created a demand for the training sequence described in this paper.

The purposes of this presentation will be to (1) give an overview of the entire training program, (2) let participants try out parts of the training, (3) explain the logic of the sequence, (4) discuss the effects of the program on individual students and teachers and on school morale, and (5) describe the task analysis, trainer moves and materials necessary for conducting the training.

DEFINITION OF TEACHERS AS ADVISOR PROGRAMS

Teachers as advisor programs have been implemented for three reasons:

1. to solve those academic and personal problems which impede student success in academic subjects;
2. to increase teacher/student personal contact with the goal of a permanent relationship while the student is in school;
3. to make teachers available to students for help in planning their academic future.

Usually teachers as advisor programs are implemented by (1) providing staff development, and (2) designing the logistical support and scheduling system whereby students meet with their advisor teachers during designated times during the school year. These programs are found in high school and more recently in middle school programs. This paper deals with staff development only.

RATIONALE

There have been attempts in the past to encourage teachers to be more involved in the academic planning and adjustment of students inside schools. Current reasons for promoting the teacher as advisor programs are:

1. There is a shortage of counselors. Sometimes the counselor to student ratio is 1 to 1,500.
2. Counselors are being asked to perform more administrative tasks.
3. Teachers have become conditioned to deal with groups rather than individuals.
4. There is a need for teachers to tune in to the context of student individuality.
5. Universities generally do not provide teachers training for dealing with problems one-to-one with students.

6. Teachers who are listening to students and involved with problems that students have in school subjects will, by their actions alone, improve the overall morale of the school and help reduce discipline problems.

DESCRIPTION OF THE TRAINING COURSE

The skills involved in the course are intended to be sequential and part of an overall attempt to do some team building with participants. Being on task and the concept of personal learning have been considered together rather than separately in building of the instructional sequence.

There are three main parts to the program, learning/teaching styles, communication/problem solving, and intervention model/demonstration. The course schedule and instructional sequence, which appear elsewhere in the paper, explicate each of the three parts of the course. At the end of the course, teachers work with actual students who have academic problems. The teachers then discuss their successes and their failures with each other in an environment that does not threaten their professional competence. The students' viewpoint is obtained by the trainer with a survey schedule. This information is made available to participants at the end of the program.

During the first day (learning/teaching styles), the context of individualization is introduced from the point of view of teachers and learners. Evaluations of the program indicate that teachers rate this individualization experience the highest. Trainer experience indicates that the problem identification and problem solving part of the program is the hardest for teachers to accomplish. The first seven hours are dedicated to understanding the MBTI (Myers-Briggs Type Indicator), a Jungian instrument. Learning the basic functions of the MBTI, calculating one's own dominant and least used personality preferences, problem solving using case studies and finally the assessment of learning and teaching styles complete the first part of the program.

Transition to the second part of the training is not easy but is made for the purpose of providing teachers and their colleagues the human skills necessary in carrying out the helping relationship. Listening, the helping process, problem identification and observing are taught individually, and finally, combined in small groups. Guidelines for giving and receiving feedback are introduced for the purpose of preparing participants for receiving and giving comments about behaviors that they see in each other as they work with students. Teachers spend time actually giving and receiving feedback to each other as part of this session. Integrating the MBTI and a six step model (Joyce, Weil) for conducting an intervention with a student are discussed. Then a demonstration with a volunteer student is carried out by the trainer. Teachers critique this demonstration.

Finally, teachers work with students individually. Two teachers observe a third teacher during a thirty minute session. The student's cumulative folder and MBTI are provided to the teachers ahead of time. The goal of this session is to discuss problem(s) the student is having in academic subjects in school. Each group of three teachers explains their session to the larger group by discussing the student's MBTI, how the session generally went, the advisor/teacher's MBTI, and how the steps in the model worked or did not work. The post-session interview, i.e., the student's view of the same session, is shared by the trainer. Through this process teachers learn from each other the skills necessary to work one-to-one with students in their school.

SUMMARY

This paper was designed to help interested educators put together this sequence or a similar sequence for improving the one to one skills of teachers. The program works best if begun with volunteers. About twelve teachers seems to be the optimum participant size.

Not all teachers in a school need to be included since there seems to be a carry over effect to non-program participants. Increases in faculty morale tend to begin as the faculty of a school approaches the fifty percent participation mark.

School-based approaches are more successful than district-wide efforts and the participation of the principal in the program is an important factor. Often programs begun with teachers and students end up being modified to include parents.

These days teachers become more and more conditioned to groups and to group techniques with little attention given to the process of individual advisement. Advisement has, as prerequisites, problem-solving behavior and the helping relationship. Experience with this teacher training program indicates that the problem identification process is the most difficult to teach and the part which is most often left out of the advising/helping process.

APPENDIX A

Program Objectives List

General Objective:

To apply a systematic step-by-step approach to helping students solve those academic or personal problems which are detriments to their academic performance in the classroom.

LEARNING/TEACHING STYLES

Specific Objective:

To identify teacher personality preference and relate it to instructional styles in the classroom.

Skills and Knowledge:

1. To be able to identify, contrast, and compare personality characteristics that set the stage for the context of individuality.

2. To demonstrate the ability to calculate the dominant and auxiliary preferences in the personality as measured by the Myers-Briggs Type Indicator.

3. To demonstrate the ability to calculate the least preferred personality preferences as measured by the Myers-Briggs Type Indicator.

4. To demonstrate a knowledge of one's own teaching and learning style and be able to recognize the implications of instructor/student teaching and learning differences.

5. To be able to cognitively understand the implications of learning and teaching styles, identify problems, and project solutions from case studies adapted from real situations from the permanent instructional system.

COMMUNICATION AND PROBLEM IDENTIFICATION SKILLS

Specific Objective:

To experience seeking help and learn to help another while working on the task of problem identification.

Skills and Knowledge:

1. In a two-way conversation, to be able to consider four levels of listening and decide from which level the student is responding.

2. To be able to transmit a restatement of a student's response back to the student as a clarifying technique for problem identification.

3. To be able to apply six guidelines for identifying a problem to a group and an individual instructional situation.

4. Given the definition of paraphrasing and an exercise in its use, participants, in trios, will use paraphrasing when appropriate as they critique each other's problem statements according to the six guidelines. Trio's will also critique communication behaviors.

5. To learn the concept and gain skills of giving and receiving feedback in the context of solving academic and personal problems that are deterrents to a student's ability to learn in the classroom.

INTERVENTION MODEL AND DEMONSTRATION

Specific Objective:

To use the counseling model to enable the student to identify the problem, own/accept that problem and establish a goal for a solution.

Skills and Knowledge:

1. To be able to repeat from memory, differentiate, and apply the six steps in the problem-solving model.

2. To be able to structure the six steps of the problem-solving model and place them in phase with specific preference trait(s) of the MBTI.

3. To demonstrate the problem-solving steps, including the MBTI phases, in an academic problem-solving situation utilizing an instructor student simulation.

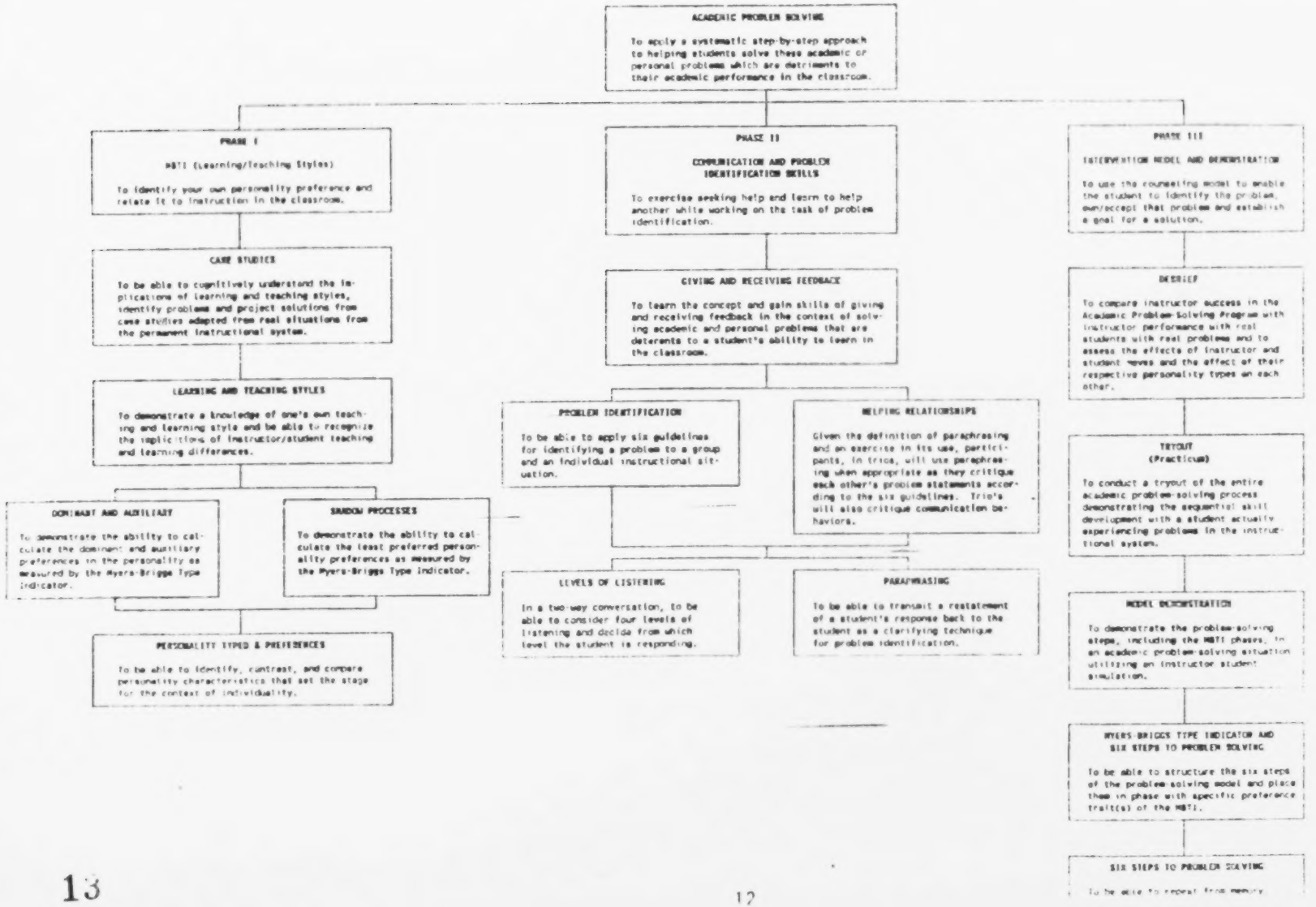
4. To conduct a tryout of the entire academic problem-solving process demonstrating the sequential skill development with a student actually experiencing problems in the instructional system.

5. To compare instructor success in the Academic Problem-Solving Program with instructor performance with real students with real problems and to assess the effects of instructor and student moves and the effect of their respective personality types on each other.

APPENDIX B

Instructional Sequence

INSTRUCTIONAL SEQUENCE FOR ACADEMIC PROBLEM-SOLVING TRAINING COURSE


ACADEMIC PROBLEM SOLVING
To apply a systematic step-by-step approach to helping students solve those academic or personal problems which are detriments to their academic performance in the classroom.
PHASE I
MBTI (Learning/Teaching Styles)
To identify your own personality preference and relate it to instruction in the classroom.
CASE STUDIES
To be able to cognitively understand the implications of learning and teaching styles, identify problems and project solutions from case studies adapted from real situations from the permanent instructional system.
LEARNING AND TEACHING STYLES
To demonstrate a knowledge of one's own teaching and learning style and be able to recognize the implications of instructor/student teaching and learning differences.
DOMINANT AND AUXILIARY
To demonstrate the ability to calculate the dominant and auxiliary preferences in the personality as measured by the Myers-Briggs Type Indicator.
SHADOW PROCESSES
To demonstrate the ability to calculate the least preferred personality preferences as measured by the Myers-Briggs Type Indicator.
PERSONALITY TYPES & PREFERENCES
To be able to identify, contrast, and compare personality characteristics that set the stage for the context of individuality.
PHASE II
COMMUNICATION AND PROBLEM IDENTIFICATION SKILLS
To exercise seeking help and learn to help another while working on the task of problem identification.
GIVING AND RECEIVING FEEDBACK
To learn the concept and gain skills of giving and receiving feedback in the context of solving academic and personal problems that are deterents to a student's ability to learn in the classroom.
PROBLEM IDENTIFICATION
To be able to apply six guidelines for identifying a problem to a group and an individual instructional situation.
HELPING RELATIONSHIPS
Given the definition of paraphrasing and an exercise in its use, participants, in trios, will use paraphrasing when appropriate as they critique each other's problem statements according to the six guidelines. Trio's will also critique communication behaviors.
LEVELS OF LISTENING
In a two-way conversation, to be able to consider four levels of listening and decide from which level the student is responding.
PARAPHRASING
To be able to transmit a restatement of a student's response back to the student as a clarifying technique for problem identification.
PHASE III
INTERVENTION MODEL AND DEMONSTRATION
To use the counseling model to enable the student to identify the problem, own/accept that problem and establish a goal for a solution.
DEBRIEF
To compare instructor success in the Academic Problem-Solving Program with instructor performance with real students with real problems and to assess the effects of instructor and student moves and the effect of their respective personality types on each other.
TRYOUT
(Practicum)
To conduct a tryout of the entire academic problem-solving process demonstrating the sequential skill development with a student actually experiencing problems in the instructional system.
MODEL DEMONSTRATION
To demonstrate the problem-solving steps, including the MBTI phases, in an academic problem-solving situation utilizing an instructor student simulation.
MYERS BRIGGS TYPE INDICATOR AND SIX STEPS TO PROBLEM SOLVING
To be able to structure the six steps of the problem-solving model and place them in phase with specific preference trait(s) of the MBTI.
SIX STEPS TO PROBLEM SOLVING

APPENDIX C

Sample Instructor Lesson Guide

SAMPLE INSTRUCTOR LESSON GUIDE

Course Title: Academic Problem Solving

Group Size: 12-18 Participants

Time: 2 1/2 Calendar Days

Classroom Time: 17.5 Hours

Instructional Materials:
Instructional References:

1. Models of Teaching. Joyce, Bruce & Weil, Marsha.

2. Please Understand Me. Keirsey, David & Bates, Marilyn.

3. People Types and Tiger Stripes (2nd ed.). Lawrence, Gordon.

4. Gifts Differing. Myers, Isabel Briggs.

Instructional Aids:

1. 2 slide projectors with dissolve unit.

2. 1 large projection screen.

3. 1 video tape monitor and video tape cassette player.

4. Myers-Briggs Type Indicator (MBTI) booklets and answer sheets.

General Objective:

When the trainers complete this instructional module, participants should be able to:

Apply a systematic step-by-step approach to helping students solve those academic or personal problems which are detriments to their academic performance in the classroom.

Specific Objectives:

When the trainers complete this instructional unit, participants will be able to:

1.1 Identify your own personality preference and relate it to instruction in the classroom.

1.2 Experience seeking help and learn to help another while working on the task of problem identification.

1.3 Use the counseling model to enable the student to identify the problem, own/accept that problem and establish a goal for a solution.

Instructional Aids (cont.):

5. MBTI scoring key.

6. MBTI report forms.

7. Personality profiles.

8. Trainee Handout packages.

9. Slides:
   (1) "Preferences, Tendencies, and Characteristics,"
   (2) "Dominant and Auxiliary,"
   (3) "Feedback."

10. Video Tapes:
    "Academic Problem-Solving Model Demonstration" (I and II).

11. 1 newsprint flip chart or chalkboard and equipment.

12. 1 box broad tipped felt markers.

13. Masking tape.

14. Pencils (sharpened).

Evaluation:

A written pre- and post-assessment will be administered as well as a final performance test to aid the trainer in self evaluation.

Note to Trainers:

Prior to the practicum, on the third day, six to eight students from the school should be selected for participation in the counseling session. The number of students selected will be contingent upon the number of trainee trios (one counselor and two observers). Students are to be carefully screened as to the type of problems they are presently encountering, and there should be a definite problem indicated. However, no serious personal problems should be addressed during the trainee counseling session.

Handouts 12, 13, and 14 should not be placed in Trainee Package. Those handouts are to be given out in class during the Helping Relationship, round robin exercise.

APPENDIX D

Course Schedule

SCHEDULE

Learning/Teaching Styles Day 1	Classroom Hours
Introduction and Course Objectives	0.5
Administration of Myers-Briggs Type Indicator (MBTI)	1.0
Introduction to Type	0.5
Feedback on the MBTI	0.5
Owning Your Type	1.5
Dominant and Auxiliary	0.5
Shadow Processes	0.5
Learning and Teaching Styles	0.5
Case Studies	1.0
	7 hrs.
Communication and Problem Identification Skills Day 2	
Levels of Listening	1.0
Paraphrasing	0.5
Problem Identification	1.0
The Helping Relationship	1.5
Giving and Receiving Feedback	1.0
Six Steps to Problem Solving	0.5
Problem-Solving Model Demonstration	0.5
Logistics	0.5
	6.5 hrs.
Intervention Model and Demonstration Day 3	
Prepare for Practicum and Review	0.5
Student/Teacher Problem Solving	0.5
Feedback to Teachers and Student Interviews	1.0
Debrief/Problem-Solving Session	1.5
Evaluation and Post Test	0.5
	4 hrs.
TOTAL	17.5 hrs.

REFERENCES

Joyce, Bruce & Weil, Marsha. Models of Teaching. Englewood Cliffs, New Jersey: Prentice-Hall, 1986.

Keirsey, David & Bates, Marilyn. Please Understand Me. California: Prometheus Nemesis Books, 1978.

Lawrence, Gordon. People Types and Tiger Stripes (2nd ed.). Florida: Center for Applications of Psychological Type, Inc., 1979.

Myers, Isabel Briggs. Gifts Differing. California: Consulting Psychologists Press, Inc., 1980.

Audio Visual Materials

(1) Slides (2 Trays)
"Personal Preferences, Tendencies, and Characteristics from the MBTI" with Audio Cassette Tape

(2) Slides (2 Trays)
"Dominant and Auxiliary" with Audio Cassette Tape

(3) Slides (2 Trays)
"Feedback" with Audio Cassette Tape

(4) Video Tape
"Counseling Model"

Equipment List

2 slide projectors with dissolve unit
1 large projection screen
1 video tape monitor and video tape cassette player